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ABSTRACT

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at seven schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily over a period of 19 days of instruction. Of the 626 pupils served, 523 (83.5%) met the attendance criterion for inclusion in the treatment group. Results indicated that: (1) 90.6% of the pupils in the treatment group read a minimum of 8 books; (2) 67.5% of the treatment group of pupils displayed all 3 strategic processing behaviors desired (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period; (3) 68.1% of the 626 pupils had a parent/guardian attend at least one parent meeting during the summer program; and (4) 75.1% of the 523 students in the treatment group had a parent/guardian attend at least one parent meeting during the summer program. Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (A calendar worksheet for computing days of pupil service, a parent involvement log, the pupil independent reading record sheet, the evidence of strategic processing collection form, and the pupil data sheet are attached.) (RS)

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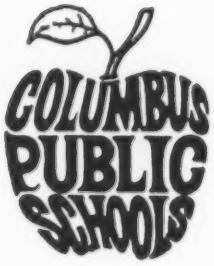
ED 386 695

ELEMENTARY AND SECONDARY EDUCATION ACT - CHAPTER 1

FINAL EVALUATION REPORT
CHAPTER 1 EARLY LITERACY
SUMMER SCHOOL

1994



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Final Evaluation Report
Chapter 1 Early Literacy
Summer School

August 1994

Program Description

The purpose of the Elementary and Secondary Education Act (ESEA) Chapter 1 Early Literacy Summer School program was to provide intervention to underachieving grade 1-4 pupils who were below average in reading ability. To accomplish this purpose the program featured group instruction for pupils for 3.25 hours daily, five days a week, beginning June 27, 1994 and continuing through July 22, 1994. This provided for 19 days of instruction. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy Summer School instruction were based on activities established in the Reading Recovery™ program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

Seven schools located throughout the district were chosen as sites for the Early Literacy Summer School program, including Deshler, Highland, Maize, McGuffey, Shady Lane, Trevitt, and Windsor Elementaries. The seven sites had a combined total of 27 classes of 20-25 pupils each. Typically, each class was taught by a team of three teachers (at Trevitt Elementary, teachers did not team-teach). A total of 66 teachers taught in the program. Prior to teaching in the program, teachers received five days of inservice which included attendance at the Columbus Public Schools' Multicultural Conference, June 20-22, 1994. Topics developed at the inservices included developing reading strategies, using interactive writing, developing the elements of a literacy lesson, and using the appropriate lesson plans and materials with program pupils. During the four weeks of the program, teachers in each building received assistance from a building program coordinator who provided instructional support. Daily lessons included the teachers reading to pupils, shared reading/writing activities, guided reading/writing activities, and independent reading/writing activities. The focus of all components of the lessons was to assist the pupils in developing independent reading and writing strategies.

In addition to the classroom reading and writing instruction, the program also featured a parent component. The parents/guardians of program pupils were asked to attend three inservice sessions at the site where their children attended the program. These inservices were conducted by two trained Reading Recovery teachers and focused on ways parents/guardians could support their children's literacy acquisition at home.

To be eligible for the program, pupils must have met the following criteria:

1. The pupil must have scored below the 37th percentile in total reading on the Spring 1994 MAT6 or CAT standardized test or, if no Spring 1994 test score was available for a pupil, eligibility was based on a selection test score.
2. Parents must have agreed to arrange for daily transportation to and from one of the program sites.
3. Parents must have agreed to attend three parent meetings.

Evaluation Design

Two desired outcomes were used to evaluate the program. Analyses involved four major areas of the program: pupil census information, pupil independent text reading information, pupil strategic processing information for reading, and parent involvement information.

Desired Outcome 1

At least 75 percent of the pupils who attended the program at least 50 percent of the instructional days will independently read a minimum of eight books selected by the Chapter 1 Summer School teacher.

Desired Outcome 2

At least 50 percent of the pupils who attended the program at least 50 percent of the instructional days will display evidence of each strategic processing behavior at least once during the instructional period when reading appropriate instructional text to the satisfaction of the Chapter 1 Summer School teacher.

To be included in the treatment group for Desired Outcomes 1 and 2, pupils must have attended the program 50 percent of the 19 scheduled days of program service, which was 9.5 days of attendance. The evaluation design provided for the collection of data in the following four areas of operation for the overall program.

1. Calendar Worksheet/Parent Involvement Log was used by program teachers to record pupil service information and parent involvement data (see Appendix A, pp. 6-7).

2. Pupil Independent Reading Record was used by program teachers to record successful independent pupil reading. Information included names of books read, date of reading, and indicators of reading success (see Appendix B, p. 9).

3. Evidence of Strategic Processing Collection Form was used by program teachers to record successful strategic processing behaviors in reading when displayed by program pupils over a period of time. Behaviors included constructing meaning, monitoring reading, and integrating sources of information (see Appendix C, p. 11).

4. Pupil Data Sheet was used by program teachers to record English-speaking ability, parent involvement, enrollment/attendance data, independent text reading achievement, and strategic processing achievement in reading for each pupil served (see Appendix D, p. 13).

Major Findings

Pupil Census Information

During the Early Literacy Summer School program, a total of 626 pupils were served. The average number of hours of instruction per pupil per day was 3.25 hours. The average days scheduled (enrollment) was 18.6 days per pupil and the average days served (attendance) was 14.5 days per pupil. Enrollment and attendance data were used to determine if a pupil was included in the treatment group for program analyses. Of the 626 pupils served, 523 (83.5%) pupils attended the program the necessary 50 percent of the instructional period and were included in the treatment group. These 523 treatment group pupils averaged 18.8 days of scheduled attendance and 16.3 days of service. Pupil census information obtained from program teachers (see Pupil Data Sheet, Appendix D, p. 13) also indicated that 521 (99.6%) of the pupils served were English-speaking.

Pupil Achievement

Desired Outcome 1 stated that at least 75 percent of the treatment group pupils would independently read a minimum of eight books selected by the Chapter 1 Summer School teachers. Of the 523 pupils in the treatment group, 474 (90.6%) read at least 8 books, indicating that the desired outcome was met. The average number of books read independently by the 523 pupils was 8.5 books and the range was from zero to eighteen books.

Desired Outcome 2 stated that at least 50 percent of the treatment group pupils would display evidence of each strategic processing behavior (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period when reading appropriate instructional text to the satisfaction of the program teacher. Of the 523 pupils in the treatment group, 353 (67.5%) displayed all three behaviors, indicating the desired outcome was met. More specifically, 444 (84.9%) displayed construction of meaning, 443 (84.7%) monitored reading, and 400 (76.5%) integrated sources of information.

Parent Involvement

Throughout the Early Literacy Summer School program, program teachers and parent coordinators encouraged parents to visit in the classrooms, volunteer in the classrooms, assist with homework, read to or be read to by their children, and attend parent-teacher conferences, in addition to attending the three scheduled parent meetings at their children's summer school site. Program teachers, using the Parent Involvement Logs (Appendix A, p. 7), maintained records of pupils' parents who attended the three scheduled parent meetings and summarized this information at the end of the program using the Pupil Data Sheet (see Appendix C, p. 13).

The parent involvement data which were reported by program teachers indicated that of the 626 pupils enrolled during summer school, 426 (68.1%) had a parent/guardian attend at least one parent meeting during the summer program. More specifically, 40 (6.4%) pupils were represented by a parent/guardian at all three meetings, 60 (9.6%) pupils were represented at two meetings, 326 (52.1%) pupils were represented at one meeting, and 200 (31.9%) pupils had no representation at any of the three meetings. The 626 total pupils served had a total of 2014 incidents of representation when a duplicated count of individuals (parents, grandparents, guardians, other relatives, etc.) was tabulated for the program.

Data for the 523 treatment group pupils indicated that 393 (75.1%) had a parent/guardian attend at least one parent meeting during the summer program. More specifically, 40 (7.6%) pupils were represented by a parent/guardian at all three meetings, 58 (11.1%) pupils were represented at two meetings, 295 (56.4%) pupils were represented at one meeting, and 130 (24.9%) pupils had no representation at any of the three meetings. The 523 treatment group pupils had a total of 1915 incidents of representation when a duplicated count of adults was tabulated for the program.

Summary/Recommendations

The Early Literacy Summer School program provided additional reading instruction to underachieving first-grade pupils at seven program sites. The program featured group instruction for 3.25 hours daily in 27 classrooms of 20-25 pupils each. The program began on June 27, 1994 and continued through July 22, 1994, providing for 19 days of instruction. To meet the attendance criterion (50%) for inclusion in the treatment group for Desired Outcomes 1 and 2, pupils must have attended 9.5 days.

A total of 626 pupils were served, with average days scheduled being 18.6 days and average days served being 14.5 days per pupil. Of the 626 pupils served, 523 (83.5%) met the attendance criterion (50%) for inclusion in the treatment group for Desired Outcomes 1 and 2. Treatment group pupils averaged 18.8 days of scheduled attendance and 16.3 days of service. All but two of the 523 treatment group pupils were English-speaking.

Both desired outcomes established for the program were met. Of the 523 treatment group pupils, 474 (90.6%) read a minimum of eight books. The criterion for the first desired outcome was 75 percent. The desired outcome for displaying strategic processing behaviors stated that 50 percent of treatment group

pupils would display the three strategic processing behaviors when reading appropriate instructional text. Of the 523 treatment group pupils, 353 (67.5%) met the criterion.

Parent involvement data indicated that 68.1% (426) of the 626 pupils served had parents who attended at least one parent meeting. The data also showed that 75.1% (393) of the 523 treatment group pupils were represented by an adult at one or more of the parent meetings.

Based on the evaluation results, it is recommended that the Early Literacy Summer School program be offered again during the summer of 1995. With that in mind, the following recommendations are presented:

1. Every effort should be made to continue the inservice sessions for parents. Parent support for literacy acquisition and understanding how to assist their children in becoming more literate is essential to the academic achievement of young children.

2. Because the parent inservices were such a positive component of the summer school program, exploration should take place to determine whether similar parent inservices should become part of the regular school year compensatory education programs.

3. In 1992, the summer program served 162 pupils. In 1993, the number of pupils served increased by over 300% to 488 pupils and during 1994 the number of pupils served increased again by almost 30% to 626 pupils. For 1995, the program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils and teachers involved in the program. This would place a greater emphasis on pupil achievement, not just the number of pupils served.

Appendix A

Calendar Worksheet/Parent Involvement Log

* CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE *
Chapter 1
Summer School
1994

Student's Legal Name _____ (Last, First)

Grade Level __ __

Teacher's Name _____

Student's Birthdate __ __ __ __ __ __ (M M D D Y Y)

Student Number __ __ __ __ __ __

Race Code _____ (1-5)

Sex _____ (M or F)

Selection Score __ __

Service Index Number __ __ . __

Spring Test Score __ __ % ile

Program Code 9 4 0 1 9

School _____

School Code __ __ __

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Scheduled (1,2)	Present (2)
June 27 - July 22 (Max. schdl. days=19)	27	28	29	30	1	H 0	5	6	7	8	11	12	13	14	15	18	19	20	21	22		

RACE CODES:
1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES
0 = Pupil Not Yet Enrolled or Holiday
1 = Pupil Scheduled but Absent from Class
2 = Pupil Present

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Chapter 1 Summer School
Parent Involvement Log
1994

94019			
Program Code	Last (Name of Pupil)	First	Grade

Parent/Guardian	Address	Zip	Phone Number

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

DIRECTIONS: Please indicate in the fields below the date, activity, and name of parent/guardian. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning
(2) Group meetings
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

Appendix B

Pupil Independent Reading Record

PUPIL INDEPENDENT READING RECORD SHEET
CHAPTER 1 SUMMER SCHOOL
1994

Student Legal Name _____
Last, First

Student Birthdate __ __ __ __ __ __
M M D D Y Y

Grade __ __

Student Number __ __ __ __ __ __

Program Teacher Name _____

Program Code 9 4 0 1 9

School _____

DESIRED OUTCOME 1					
NAME OF BOOK READ	DATE	INDICATORS			
		RUNNING RECORD	CONFERENCE DISCUSSION	WRITTEN RESPONSE	OTHER (SPECIFY)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Appendix C

Evidence of Strategic Processing Collection Form

Columbus Public Schools
Chapter 1 Summer School

Collection Form for **DESIRED OUTCOME 2**

"Evidence of Strategic Processing"

Summer - 1994

RATIONALE AND PROCEDURE: One of the benchmarks for determining whether or not a student is deemed successful as a reader is if the student exhibits behaviors which display strategic processing over a period of time. Three of these behaviors are listed below. The student should be observed over a period of time and will have met this desired outcome if he/she appropriately exhibits each behavior at least once during the instructional period. The program teacher should observe these behaviors multiple times during the instructional period and record the behaviors, when observed, on the form below.

CHECKLIST

DIRECTIONS: Place a "X" (check) in the appropriate space when the behavior is consistently observed.

OUTCOME INDICATORS

Behaviors

1. Constructs Meaning _____
2. Monitors Reading _____
3. Integrates Sources of Information _____

Appendix D

Pupil Data Sheet

COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION
CHAPTER 1 SUMMER SCHOOL
PUPIL DATA SHEET
1994

SCHOOL CODE [ ][ ][ ] PROGRAM CODE [9][4][0][1][9] Teacher's Name _____

School Name _____ Program Name Ch 1 Summer School

1. [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]
Student: Last Name First Name

2. STUDENT NO [ ][ ][ ][ ][ ][ ] GRADE [ ][ ] BIRTHDATE [ ][ ][ ][ ][ ][ ]
m m d d y y

3. Is This Pupil English Speaking? NO YES

FOR NUMBERS 4-8, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND TOTAL NUMBER OF CONTACTS.

		NO. OF PARENTS	TOTAL NO. OF CONTACTS
4.	PLANNING	[ ]	[ ][ ]
5.	GROUP MEETINGS	[ ]	[ ][ ]
6.	INDIVIDUAL CONFERENCES	[ ]	[ ][ ]
7.	CLASSROOM VISITS	[ ]	[ ][ ]
8.	HOME VISITS	[ ]	[ ][ ]

9. Number of Days Service **Scheduled** [ ][ ]

10. Number of Days Pupil **Present** [ ][ ]

11. Number of Books Independently Read by Pupil [ ][ ]

INDICATE THE STRATEGIC PROCESSING BEHAVIORS DISPLAYED BY PUPIL:

12. CONSTRUCTS MEANINGS NO YES
13. MONITORS READING NO YES
14. INTEGRATES INFORMATION SOURCES NO YES

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